

## **Course Outline**

### **Paper 1: Language, the Individual and Society – 40%**

- **Textual Variations Representations**

*Using linguistic terminology to a high level, you will analyse and explore texts from different text types to consider their meanings and representations.*

- **Children's Language Development (0-11 years)**

*Here we look at the big question – how do we acquire language? We look at a range of case studies, including psychological theories, to investigate why children speak the way they do and how youngsters learn to read and write.*

### **Paper 2: Language Diversity and Change – 40%**

- **Diversity and Change**

*Topics include language and gender, identity, accent and dialect. We will look at a range of theorists to draw conclusion on this ever-evolving unit.*

- **Language Discourses**

*This involves looking at how texts use language to presents attitudes, ideas and opinions. You will then produce your own piece of writing on the topic.*

### **Non-Exam Assessment – 20%**

- **Language Investigation** – *investigate an area of language which interests you, gather data, conduct research to draw together conclusions.*

- **Original Writing** – *produce your own piece of original writing inspired by current texts and justify your choices.*

## Gender- True (T) or False (F)?



Women talk about feelings more than men.
Women can't tell jokes.
Women lack confidence when talking.
Women spend more time on the phone than men.
Men are more likely to interrupt than women.
Men are more competitive.
Women are less likely to voice their objection about something.
Women know more words for colours than men do.
Men swear more than women.
Men like to solve problems whereas women seek sympathy.
Women make more indirect requests than men.
Men are more status conscious.
Women use words like 'so' and 'lovely' a lot.
Women are more polite than men.

**Regional accents, such as the Geordie accent or the Yorkshire accent, make you sound unintelligent.**

**Communication and language is an evolving process. Let's embrace language change!**

**Brands and companies lose credibility when they misspell words or display incorrect grammar or sentence structure.**

**If we had one standard way of pronunciation, communication would be easier.**

**Texting is damaging to language, especially for young people.**

**Linguistic purism is a load of outdated rubbish. We don't need rules which determine the way we speak.**

**It's normal to judge people who have incorrect spelling or grammar.**

**A universal set of grammatical rules in English, which is taught at a young age, will mean that students achieve better in school.**

**It really annoys me when people use incorrect grammar on menus, shop signs or other signage in the public domain.**

**Young people's language is terrible – and it's getting worse every year.**

**The way that the Queen speaks is the proper way that English people should speak.**

**Regional accents sound friendly and welcoming. Other accents sound cold and uninviting.**

## A New Alphabet?



single vowels				diphthongs			
ɪ	i:	ʊ	u:	eɪ	ɔɪ	aɪ	
ship	she <u>ep</u>	bo <u>o</u> k	sh <u>oo</u> t	wa <u>i</u> t	co <u>i</u> n	li <u>k</u> e	
e	ɜ:	ə	ɔ:	eə	ɪə	ʊə	
l <u>e</u> ft	h <u>e</u> r	te <u>a</u> ch <u>e</u> r	do <u>o</u> r	h <u>a</u> ir	h <u>e</u> r <u>e</u>	to <u>u</u> rist	
æ	ʌ	ɒ	ɑ:	əʊ	aʊ	/	
h <u>a</u> t	u <u>p</u>	o <u>n</u>	f <u>a</u> r	sh <u>o</u> w	mo <u>u</u> th		
unvoiced consonants							
p	f	θ	t	s	ʃ	tʃ	k
pe <u>a</u>	fr <u>e</u> e	th <u>i</u> ng	tr <u>e</u> e	s <u>ee</u>	sh <u>ee</u> p	ch <u>ee</u> se	co <u>i</u> n
voiced consonants							
b	v	ð	d	z	ʒ	dʒ	g
bo <u>a</u> t	vi <u>d</u> eo	th <u>i</u> s	do <u>g</u>	zo <u>o</u>	telev <u>i</u> sion	jo <u>k</u> e	go
m	n	ŋ	h	w	l	r	j
mo <u>u</u> se	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	w <u>e</u>	lo <u>v</u> e	ru <u>n</u>	yo <u>u</u>

Pig:

Cow:

Sheep:

Dog:

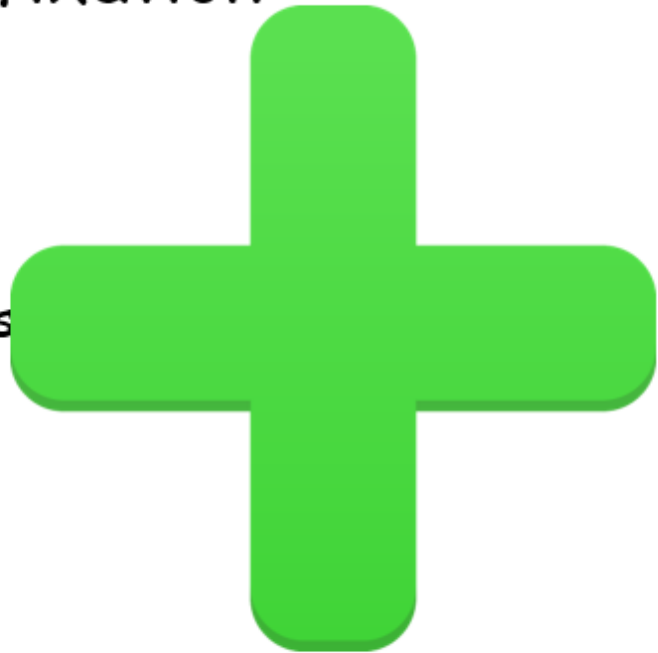
Duck:

Your Name:

# Affixation

Adding affixes (prefixes and suffixes) to an existing word. This changes the meaning.

E.g. Comfortable - UNcomfortable



# Blending

- Two words are moulded together to form a new word, usually by sticking together the start of one word with the end of another.
- E.g. brunch (Breakfast+Lunch), motel (motor+hotel)  
Crunk (crazy + drunk)



# Conversion



- Changing a word class such as noun to verb, verb to noun etc
- E.g. email (noun) to email (verb), green (adjective) to green (noun) as the name for a public lawn area

# Shortening/Clipping



- The reduction of a word to one of its parts (chopping a bit off the end of a word)
- It does not change the meaning of the word.

E.g. gym  
(gymnasium), exam  
(examination)

## Acronymisation

- Taking the initial letters of words and making them into a combination pronounceable as a new word.
- E.g. Scuba: self-contained underwater breathing apparatus
- Laser: light amplification by stimulated emission of radiation
- They are called initialisms when the word is not pronounceable (e.g. RSPCA or VIP)



## Loan word/Borrowing

- When a word is borrowed from another language such as 'craic' from Irish, 'karaoke' and 'sumo' from Japanese and 'vino' from Spanish.

